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NEWS AND NOTES

SUMMER MEETING OF NATIONAL COUNCIL OF TEACHERS OF ENGLISH

All sessions will be held in the First United Presbyterian Church,
Pittsburgh, Pennsylvania.

THURSDAY FORENOON, JULY 4, 9:30 A.M.

Topic: For a United America

"Americanization Courses in the Public Schools," FRANK CODY, Assistant Superintendent of Schools, Detroit, Mich.

"Administering Minimum Language Standards for Foreigners," W. C. SMITH, Supervisor of Immigration Education, Albany, N.Y.

"Our National Speech and Our National Life," JOHN M. CLAPP, Ronald Press, New York City.

(The Committee on Examinations will meet at the close of this session.)

THURSDAY AFTERNOON, JULY 4, 2:00 P.M.

Topic: English through Extra-Classroom Activities

"The Influence of the Audience," JOHN M. CLAPP, Ronald Press, New York City.

"Auditorium Work," speaker to be supplied.

"Learning to Act," THOMAS WOOD STEVENS, Carnegie Institute, Pittsburgh, Pa.

FRIDAY FORENOON, JULY 5, 9:00 A.M.

Topic: Problems and Experiments

"The Normal Load of the Teacher of English," EDWIN L. MILLER, Principal, Northwestern High School, Detroit, Mich.

"Essentials in Oral English in the Elementary Grades," ERNEST C. NOYES, Assistant Superintendent of Schools, Allegheny County, Pa.

"Some Attempts at a Laboratory Method," CARL W. ZIEGLER, Central High School, Scranton, Pa.

"The Place of Anthologies in the Teaching of High-School Literature," WALTER BARNES, Assistant to the President, State Normal School, Fairmont, W.Va.

A library exhibit will be installed in the library of the Schenley High School under the direction of Miss Clara Howard, librarian for that institution.

INLAND EMPIRE COUNCIL OF TEACHERS OF ENGLISH

The third annual meeting of the Inland Empire Council of Teachers of English was held April 3 and 4, 1918, at the Lewis and Clark High School, Spokane, Washington, in connection with the Inland Empire Teachers' Association.

The program opened with a luncheon in the Moorish Room of the Silver Grill at 12:30 on Wednesday, April 3, with Professor James Fleming Hosc, the guest of honor, and Dr. Frederic Perry Noble as speakers. About 125 teachers were present. Professor Hosc said that composition should be chiefly the expression of life. The study of literature should aim to develop the appreciation of life. In studying literature the appreciation of form is subordinate to the appreciation of life. Dr. Noble emphasized the importance of literature as a subject for study. He said, "Newspapers should do everything possible to promote the use of good English. This can be done best in the editorial and the special article. The teachers can aid journalism by expressing their appreciation of whatever good things the newspapers attempt to do and by making the reporters realize that the English work has real news interest."

At the Lewis and Clark High School the meeting was called to order at 2:30 P.M. by the president, Mr. Herbert E. Fowler, of the State Normal School at Lewiston, Idaho.

Instead of the usual president's address President Fowler proposed a symposium on "The English Teacher and the War." The discussion was led by Professor George R. Coffman, of the University of Montana. He said, "The student should be encouraged to write about things pertinent to current affairs. He should be led to appreciate great literature. Teachers cannot afford to become propagandists. If this country is to avoid the narrow vocationalism of Germany, its people must study great literature. English teachers cannot be mere pedants: they must be great teachers and interpreters of literature." Miss Rosa M. Parrott, of the State Normal School at Monmouth, Oregon, thought that the English teacher has an excellent opportunity to teach patriotism by instilling in the boys and girls a love for the English language and a pride in it. She mentioned the clubs that are being formed in Oregon for

the betterment of English. Mr. Selden Smyser, of the State Normal School at Ellensburg, Washington, in a letter which was read by the secretary, emphasized the opportunity teachers of literature and composition have to develop patriotism.

In the absence of Mr. George N. Porter, of the Broadway High School, Seattle, who was to have spoken on "Separating Literature and Composition," Miss Gertrude R. Schottenfels, of the Cheney State Normal School, discussed the subject, giving some of the results of an experiment which she had conducted in the high school at Boise, Idaho.

Mr. Kenneth G. Olsen, Lewis and Clark High School, Spokane, spoke on "Emphasizing the Oral in Composition," and as chairman of the Committee on Secondary English, presented a "Proposed Survey and Report on the Reorganization of Secondary-School English." Miss Elizabeth Prior, of Yakima, Washington, in discussing Mr. Olsen's paper said that the student should produce before an audience until he realizes that he must have more or less facility in oral work.

Mrs. Lillian E. Smith, of the Stevens School, Spokane, read an excellent paper on "The Elementary-English Problem." She contended that some grammar should be taught and should be taught well in the grades. Some composition should also be given; but in all the elementary work constant effort should be made to create a sensitiveness to error in the mind of the pupil.

The English Council then adjourned to hold a joint session with the Library Section. An address was given by Professor Hosis, in which he outlined the work accomplished by the library in the Girls' High School, Brooklyn, New York. He stated that the North Central Association of Colleges and Secondary Schools has adopted a set of requirements for high-school libraries based upon Mr. C. C. Certain's report, and hinted that it would be wise for the Inland Empire Council of Teachers of English to take some definite action looking toward a standardization of libraries in this section.

On Thursday the Council was called to order at 2:15 P.M. by President Fowler. He at once introduced Professor Hosis, who spoke on the subject "What Next?" Professor Hosis first gave a brief review of some of the principles laid down by the Committee of Thirty. That committee defined the objects of high-school English, and its report has supplanted the Uniform College Entrance Requirements. This report is important because it emphasizes social needs; hence the method must be a social method. The committee stands for a division along practical and

literary lines. The time must be separated, and the credits of the school should recognize the difference. The committee has never stood for the separation of oral English from the other forms. One of the "next" things is to secure co-operation, but this is an administrative matter. There should be more meetings between the grade-school and high-school teachers. Scientific examination is another one of the most important things. Above all, the teacher should see that the student has a problem, a project, before he begins his work; this is the only thing that will stimulate the right kind of interest.

Mr. O. B. Sperlin then spoke on "The Reorganization of High-School English." He said: "The high school has ceased to be mainly a preparatory school, and preparation for college English is therefore a minor object. English is social in content and must be social in method; composition is personal as well as social. No subject is more truly a laboratory subject than English. In the Tacoma schools one of the five teaching hours has been made a conference hour."

Mr. Chessman, of the Lewiston State Normal School, advocated better correlation between elementary and high-school English. "First, there should be a course of study, and the people who attempt to make out such a course should possess three qualifications: (1) they must know children; (2) they must know English; (3) they must know the social need. The difficult thing is not to teach children how to open and close a sentence; it is to teach them when they have written a sentence. We now require children to know 75 per cent of a subject; we should require them to know 100 per cent of a well-selected minimum in a subject, e.g., spelling. We should also make more provision for the training of pupils in silent reading."

Professor George Morey Miller, of the University of Idaho, pointed out "Some Needed Correlation between High-School and College Composition." "In a recent investigation most of the failures in the University of Idaho were found to come from the small high schools. Some of the evils are insufficient interest or preparation and poor co-ordination and correlation. Every university department of English should offer efficient courses in methods, and should require a full major in English besides the methods. There should be one state high-school inspector who knows the English field. Each high school should have a teacher who follows up the graduates. A questionnaire should be sent from the high school to the universities to find out about the students. Finally there should be tremendous devotion to the mother-tongue in its competition with foreign tongues."

Professor Frederick M. Padelford, of the University of Washington, presented a report on the problem "The Preparation of Teachers of English." Professor Padelford thought that the teacher of English should have the capacity to think fairly clearly, should have the emotional character necessary to appreciate the emotional element in literature, should have an enthusiastic attitude toward literature, and should possess the ability to read clearly and pleasantly.

In Professor Harold G. Merriam's report on "The Survey Course in Literature" he said: "The Committee does not believe that there is much, if any, place in the high-school curriculum for the conventional survey courses in American and English literature. If the course in the history of English literature is to be given, it should be offered late in the student's course, preferably in the Senior year. A semester course, or even a year course, may profitably be in the college curriculum, elective in the Senior year. If a student has taken during his three previous years mostly type courses, he should be advised to bring his knowledge together in a survey; if he has taken mostly period courses, again he could profitably run over the field."

At the business meeting which followed the regular program of Wednesday afternoon Professor Coffman reported that he had been able to secure in an early issue of the *Inter-Mountain Educator* twelve pages for the report of the Council committees and the proceedings of this session of the Council. Reprints of this report will also be furnished.

The officers of the Council for 1918-19 are as follows: President, Professor Frederick M. Padelford, University of Washington, Seattle, Wash.; Vice-President and Chairman of the Committee on College English, Professor George R. Coffman, University of Montana, Missoula, Mont.; Secretary-Treasurer, L. W. Sawtelle, North Central High School, Spokane, Wash.; Chairman of the Committee on High-School English, O. B. Sperlin, Tacoma High Schools, Tacoma, Wash.; Chairman of the Committee on Elementary English, Mrs. Lillian E. Smith, Stevens School, Spokane, Wash.

L. W. SAWTELLE, *Secretary*

APRIL 6, 1918

ENGLISH TEACHERS' CLUB OF PHILADELPHIA AND VICINITY

The English Teachers' Club of Philadelphia and Vicinity held its spring meeting on Saturday, April 20, at the new Kensington High School building, in conjunction with the annual spring conferences held by other departments of secondary schools in and near the city. Mr.

Vincent Brecht, head of the department of English at the Northeast High School, is president of the Club and had the meeting in charge; to him largely belongs the credit of having originated a program that proved to be the best possibly that has been given since the organization was effected in 1912. The topic was the most effective use of the dramatic element in classroom work, and in order that it might have fair treatment as well as wide interest a double approach to it was made.

Mr. J. Milnor Dorey, head of the English department at the Trenton High School, addressed the Club on the subject, "The Quest of the Dramatic." Speaking as he did out of a rich experience as a pioneer in this field, his words naturally bore great weight with his auditors. He emphasized the fact that in this dramatic age we must focus the interest of the students upon literature by a dramatic appeal; it is in this way that they will get the spirit, the surroundings, and the atmosphere of the classic. An actual knowledge of the setting, gained through travel, will be of wonderful help to the teacher. The work should be done in school, not after the close of regular working-hours, except of course in the case of plays being prepared for public presentation. Every classroom play should have some appeal to the intellect; therefore a discreet avoidance of the morbid problem-play on the one hand and of light comedy on the other is to be desired. Proficiency, not efficiency, is the aim; it is a question of how well, not of how much. Above all, the personality of the teacher will be a vital factor in determining the success attained.

After Mr. Dorey's address six classroom dramatizations were given by pupils of several Philadelphia high schools in the manner in which they had been originally presented. It is hardly possible to praise these productions extravagantly, for they were not only splendidly done, but also most aptly illustrated just the point that Mr. Dorey had been making. Girls of the Kensington High School presented the episode of Irene and Corey in the new house, from *The Rise of Silas Lapham*; one of the Northeast boys recited an original prologue to the quarrel scene in *Julius Caesar*; Anton Tchekov's *Without a Title*, in which the Central High School was represented, brought out some extraordinary talent; several girls of the South Philadelphia High School demonstrated the value of dramatization as an aid in word-study; the Philadelphia High School for Girls gave a double number, one a tableau from the *Odyssey* and the other the ballad of "Robin Hood and Allan-a-Dale," which was read by one girl and pantomimed by ten.

MILLARD L. LOWRY

AMERICAN SPEECH

Mr. Clarence Stratton, secretary of the National Council's Committee on American Speech, has sent to state representatives a series of notes on topics related to speech. The sheet contains reports of discontinuance of the study of German which should allow for more attention to our own language, a quotation from remarks by Secretary Lane on illiterates in the United States Army, and a paragraph from the *Atlantic Monthly* emphasizing the need of a common tongue for our polyglot population.

Notes in contemplation for mailing may include a letter from an adjutant general on speech training for army officers, extracts from courses of study to indicate interest in speech matters, and a bibliography of books and articles of the past year.

Teachers who are interested may have their names added to the mailing-list by addressing Mr. Stratton at Central High School, St. Louis, Mo.

THE PERIODICALS

THE COMMON FAULTS OF BEGINNING TEACHERS

Professor Stephen S. Colvin, of Brown University, has had unusual opportunity of studying the work of beginning high-school teachers. His articles on the subject are always very concrete and profitable. In *School and Society* under date of April 20 he gives an account of "The Most Common Faults of Beginning High-School Teachers." This is based upon answers to questions put to one hundred and twelve teachers at the end of their first year of instruction in the high school. "The writers are, in the main, conscious of four main problems, namely: (1) the control and discipline of their classes, (2) their personal attitude toward their classes, (3) their methods of teaching (4) their own inadequacy and lack of preparation and need of improvement." The trouble with discipline is due, Professor Colvin says, to three main causes: (1) lack of self-confidence, (2) inability to imagine consequences, and (3) failure to initiate the proper habits of class attention and routine from the outset. Other common faults are poor phrasing of questions, repeating of questions, and putting unnecessary questions. Teachers of experience as well as novices might well check up their practices by means of this excellent composite photograph.

BOOKS IN AMERICAN SCHOOLS

In the school year of 1915-16 Miss Hilda J. Hartle, as traveling scholar of Newnham College, Cambridge, England, made an extensive

visit to American schools. Since returning to her work in England she has written a number of very interesting articles concerning her experiences in America. One of the latest of these is on "The Use of Books in American Schools." It appears in the *School World* for April. Miss Hartle, like most foreign observers, sees the better side of our school practices. She thinks the American students much better trained in the use of books than are the English, who are likely to regard the printed word as sacred. She notes with approval the emphasis upon silent reading which we are beginning to give because of its place in actual life. Tests of silent reading she found particularly interesting. She quotes at some length those devised by Professor Gray, of the University of Chicago. Training in the use of libraries also appealed to her. Among the schools doing excellent work in this regard she singles out the Experimental School at Columbia, Missouri, under the direction of Professor Meriam. The dependence upon books in American schools is due, she thinks, to the difficulty of securing a sufficient supply of good teachers and to the enterprise of publishers. Possibly our tastefully printed schoolbooks are a blessing after all, though they sometimes have seemed like a gilded substitute for brains in both teachers and pupils.

ENLARGING THE ELEMENTARY SCHOOL

The spectacle of two such doughty antagonists in the educational world as Professor Bagley, of Teachers College, Columbia University, and Professor Judd, Director of the School of Education of the University of Chicago, signing their names as joint authors to an article dealing with the reorganization of the seventh, eighth, and ninth grades is startling. In the *School Review* for May, 1918, there appears such an article with the title "Enlarging the American Elementary School." The two writers have selected those principles with regard to the reform of elementary education upon which they can agree and have stated them in a clear and systematic form. Among these principles are that of continuity in the course of study from the kindergarten into the college; the enlargement of the opportunity of the pupil by means of an enriched course of study and better equipment; the elimination of useless repetitions; the inclusion for each pupil of those phases of education essential to democracy; the avoidance of anything tending toward class cleavages; the preparation for intelligent choice of an occupation. It is significant that the term junior high school is hardly mentioned in the article, the intention evidently being to deal with essential ideas in such a way as to not to suggest any mere external form of organization. In view of the almost pathetic confidence reposed by some reformers in

the junior high school as the thing in itself, this outline of fundamental viewpoints is most timely.

AMERICAN DRAMA

The taking stock of our intellectual resources which has been so strikingly accentuated by the war is exemplified in an article on "The American Drama: A Survey," by Professor Archibald Henderson in the *Sewanee Review* for April-June. This takes the form of a lengthy review of recent publications, particularly those of a critical nature. The writer commends *Representative American Plays*, by Arthur Hobson Quinn, of the University of Pennsylvania. This makes accessible examples of plays from all our important periods. Criticisms of our American plays will be found in *American Dramatists*, by Mr. Montrose J. Moses. In *The Life of Augustin Daly* we have an excellent example of biography of the playwright. Turning to technique we may read Mr. Clayton Hamilton's *Theory of the Theatre, Studies in Stage-Craft, and Problems of the Playwright*. Proceeding, our author touches upon the little theater, the community theater, and outdoor theaters, treated respectively by Constance d'Arcy Mackay, Louise Burleigh, and Frank A. Waugh.

THE CHURCH SCHOOL AND THE INTERNATIONAL SPIRIT

Nothing shows more clearly the progress of the new point of view in education than the reorganization that is taking place in the Protestant church schools. Perhaps the most progressive organ of these schools is the journal called *Religious Education*. In the number for April will be found an example of the modern reconstruction which is taking place. The writer, Miss Marie Cole Hunter, deals with the problem of developing international sympathies through the training of children in the church school. This may be solved, she thinks, first, by planning the curriculum so as to assist the child in Christianizing his relations to the home group, the playground, and the schoolroom; secondly, by creating for him a variety of social situations in which he may take part; thirdly, by organizing social service; fourthly, by democratizing the groups in the school; and fifthly, by cultivating the social imagination. She would make use of stories presenting the experience of children in totally different social environment. She would make use of the lives of missionaries, of educational dramatics, and of personal friendships with the children of various nationalities. Finally she would emphasize the possibility of worship in the church school as offering an opportunity

for introducing the international note. All of this will be accomplished most effectively if it is done under the supervision of a director of religious education.

STUDENT SELF-DIRECTION IN LITERARY STUDY

Elizabeth C. Cook reports in the *Teachers' College Record* for March "An Experiment in College English" carried out in the School of Practical Arts of Teachers College. One section of the prescribed Sophomore English (literature) was turned into a club, allowed to choose its own readings, and largely to plan its own class meetings, while another section was conducted by the same instructor in the usual manner. In the "regular" section assignments from standard fiction were made from week to week, all the class reading the same thing at the same time and then meeting for discussion. After the first informal discussion of reading in the "experimental" section the instructor proposed that the whole group should imagine their meeting-place to be a spacious club library. She asked for volunteers to report on reading at the next meeting and suggested that a vote be taken upon such reports as to which one most stimulated the desire to read. The students were left absolutely free to choose *any* English or American fiction. The reading, of course, began with widely various selections from contemporary fiction, but of itself soon drifted back to Thackeray. Shortly the girls proposed that the class organize into groups for the study of periods. A comparison of the amount of reading done by the two sections shows that those who did least in the "experimental" section did just as much as was assigned the "regular" section, while the total amount of reading for the "experimental" section was 35 per cent in excess of the other. A test of appreciation given at the end of the semester seemed to show a much higher development upon the part of the "experimental" section, although both had seemed to be at the beginning quite similar. Although, as the experimenters point out, the time of the experiment was too brief and the number of pupils too small to make results conclusive, they are at least highly suggestive.

ORAL FORMS

In the *Bulletin* of the Illinois Association of Teachers of English for May, John M. Clapp describes "A New Step in Composition." Teachers of composition have two objectives in mind: (1) the freedom and vividness which expresses personality, and (2) the exactness and completeness which we need in business discourse. To try to attain both

these at once is to confuse the issue and to fail of results. In order to secure the expression of personality it may prove wise to put less emphasis upon completeness, upon structural coherence, and to allow our children to speak with a hop, skip, and jump. As they grow older the "skipping will moderate suitably into the stride of manhood." In securing formal correctness much has been accomplished by the formation of a short black list of the most common errors and the concentration of drill upon them until they are eliminated. Why stop here? Why not give a white list of good sentences, such as the telephone companies give to their operators? Routine talk constitutes three-fifths to two-thirds of the daily speech of nearly every one of us. Why not give our children such aid in mastering their own tongue with accuracy as we give to the beginner in a foreign tongue by means of the phrasebook and the conversation manual? Cannot teachers profitably interest pupils in working out exactly what would be said by speakers in various situations of real life—a dialogue at the grocer's, or between the captains of two ball nines arranging for a game, and so on? All having suggested exactly what should be said in these situations, the children can be led to choose the best sentences offered and the best manner of delivery. It might be possible for teachers to work out finally a set of oral forms of routine speech, much like the written forms now worked out by so many business firms.

SPECIAL PROGRAM RECITATIONS

The *English Leaflet* for May contains an account by Etta M. Richmond of her use of special program recitations in the Newton High School. She has taken the literary program, so common now in the literature class, as the climax of the work upon each unit of literature. It helps to summarize the work which has preceded, and after the pupils' experience with the first unit it helps to motivate and give interest to the study of the literature itself, for the pupils early begin to ask, What can we make out of this for our special program? That this interest in the selections which have thus been programmed lingers is proved by the frequent mention of them in the themes and in the study of other literature. The pupils have ceased to dread examinations, because of their assured familiarity with the material.

USEFUL DOCUMENTS

"American and Allied Ideals" is the subject of *War Information Bulletin No. 12*, of the Committee on Public Information, Washington, D.C. Numbers 13, 14, 15, and 16 of the same series are devoted,

respectively, to "German Militarism and Its German Critics," "The War for Peace," "Why Germany Fights America," and "The Study of the Great War: A Topical Outline."—University of Virginia *Record*, Extension Series, Vol. III, No. 3, contains, among other things, a valuable bibliography on "The War and the Peace."—"Americanization," an address by Dr. C. Alphonso Smith, is reprinted by the Easton Publishing Co., Easton, Maryland.—No. 16 of the "War Information Series" of the University of North Carolina contains two papers on *The Community Pageant: An Agency for the Promotion of Democracy*.—C. P. Cary, state superintendent, has issued to the schools of Wisconsin a booklet rich in material for the preparation of a Memorial Day program.—*Teacher's Leaflet No. 2* of the Bureau of Education gives a synopsis of the agencies at work to bring about "Education in Patriotism."—The American Library Association describes its war service in a well-illustrated booklet which schools desiring to participate in the collection of books for the army libraries may obtain from the Library of Congress, Washington, D.C.—The title of the "Red, White, and Blue Series," No. 8, is *The German Treatment of Conquered Territory*. Address Committee on Public Information, Washington, D.C.—*The Manual of Usage* of the University High School of the University of Chicago may be obtained for ten cents from the University of Chicago Press.—A pamphlet on *Teaching Boys and Girls How to Study*, by P. J. Zimmers, of Manitowoc, Wisconsin, bears the imprint of the Parker Educational Co., Madison, Wisconsin.—Three important *Bulletins* of the Bureau of Education are at hand: *Bulletin No. 35*, 1917, "The Township Community High-School Movement in Illinois," by H. A. Hollister; *Bulletin No. 45*, 1917, "Summer Sessions of City Schools," by W. S. Deffenbaugh; and *Bulletin No. 50*, 1917, "A Report on Physical Education in Secondary Schools," by the National Education Association Commission on the Reorganization of Secondary Education.—Federal Board of Vocational Education *Bulletin No. 13* is entitled "Agricultural Education: Organization and Administration"; and the same board's *Bulletin No. 10*, "Emergency War Training for Gas Engine, Motorcar, and Motorcycle Repairmen."—The National War Garden Commission has published two pamphlets: (1) *War Vegetable Gardening and Storage*, and (2) *Home Canning and Drying*.—*An Educational Survey of Janesville, Wisconsin* has just been issued by C. P. Cary, state superintendent, Madison, Wisconsin.